



The Effect of Emotional Narratives on Instagram Reels on Student Enrollment Interest with Audience Engagement as a Mediator

Irma An-Nisa' Mahirohqudsi

Kyai Ageng Muhammad Besari University, Ponorogo, Indonesia
e-mail: irmaannisa252@gmail.com

Miftakhul Nur Jannah

Kyai Ageng Muhammad Besari University, Ponorogo, Indonesia
e-mail: miftakhul.nj@gmail.com

Muhamad Burhan Mujahidin

Kyai Ageng Muhammad Besari University, Ponorogo, Indonesia
e-mail: burhanmujahidin38@gmail.com

Maulana Abiyyu Nur Firdaus

Kyai Ageng Muhammad Besari University, Ponorogo, Indonesia
e-mail: maulanaabiyyunurfirdaus@gmail.com

Muhammad Fikria Najitama

Kyai Ageng Muhammad Besari University, Ponorogo, Indonesia
e-mail: najitamamfikria@gmail.com

Keywords:

Emotional
Narrative,
Instagram Reels,
Enrollment Interest,
Audience
Engagement

Abstract:

Schools increasingly use Instagram Reels as a promotional medium to build emotional closeness with prospective students. Researchers believe emotional narratives increase enrollment interest, but audience engagement plays a key role in mediating this effect. This study used a quantitative survey method on 141 students at SMKN 1 Ponorogo. The instrument consisted of a 4-point Likert scale questionnaire, tested for validity and reliability using SmartPLS 3.0. Researchers analyzed data using PLS-SEM to examine direct, indirect, and mediating effects. The results showed that emotional narratives significantly influenced audience engagement ($\beta = 0.647$; $p = 0.000$), and audience engagement significantly influenced registration interest ($\beta = 0.594$; $p = 0.000$). The direct effect of emotional narratives on registration interest is positive but insignificant ($\beta = 0.166$; $p = 0.121$). This study found a full mediating effect with a significant indirect influence ($\beta = 0.384$; $p = 0.000$). The R^2 values of 0.418 for audience engagement and 0.508 for enrollment interest indicate a moderate contribution of the model. These findings confirm that emotional narratives are compelling only when accompanied by strategies encouraging active audience interaction, increasing the likelihood of prospective students enrolling.

Received: 2025-06-27
Revised: 2025-08-03
Accepted: 2025-08-16
Published: 2025-08-22

How to cite: Mahirohqudsi, I. A.-N. ., Jannah, M. N., Mujahidin, M. B., Firdaus, M. A. N., & Najitama, M. F. (2025). Pengaruh The Effect of Emotional Narratives on Instagram Reels on Student Enrollment Interest with Audience Engagement as a Mediator. *Management of Education: Jurnal Manajemen Pendidikan Islam*, 11(2), 201–212. <https://doi.org/10.18592/moe.v11i2.17408>

This is an Open Access article distributed under the terms of the [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/)

Introduction

Society has shifted its view of educational institutions in the last two decades. People once perceived education as a form of social service, but now they expect schools to compete in an arena resembling the service market. Vocational high schools are no exception, as they must develop effective and adaptive marketing strategies to attract the attention of new prospective students (Abu Bakar et al., 2023; Syerina Evayanti et al., 2024). In this context, social media-based promotion has become integral to schools' strategic communication activities. Instagram has become one of the tools we often use in promotional activities by educational institutions. Instagram, particularly the Reels feature, offers visual narrative potential that can build emotional bonds with prospective students and their parents (Jamaludin et al., 2024; Sirojuddin et al., 2022).

Reels not only allow schools to showcase the advantages of their programs and facilities attractively, but also create a story experience that moves feelings, thereby increasing the emotional closeness and interest of the audience towards the educational institution. Emotional narratives are an approach that utilizes the power of stories and affection in conveying messages.

Van Laer et al. (2014) state that emotional narratives convey information and transport the audience into the story's world, which can influence their attitudes and intentions. This concept is known as "narrative transportation," where individuals who are "transported" by the story are more likely to receive the message emotionally without engaging in high-level critical evaluation. Meanwhile, according to Anam et al., (2025), emotional narratives in communication convey and manage emotions that foster a connection between the storyteller and the listener. In organizational communication practice, storytelling is a method for conveying brand identity and values. Emotional narratives shape a positive image and increase engagement, authenticity, and service differentiation (Genzer et al., 2024; Anam et al., 2025). In educational marketing on social media, emotional narratives are a key strategy. Instagram Reels is a powerful space to showcase stories touching prospective students' values, hopes, and aspirations. This idea also aligns with the narrative paradigm proposed by Walter Fisher (1987), who states that humans are storytelling creatures, where values, emotions, and aesthetics influence their behavior.

Narratives that touch the emotional side of prospective students and parents can be an important factor in shaping interest in the school. Audience engagement is an important element in measuring the success of emotional narrative-based communication strategies.

In the social media landscape, audiences demonstrate engagement through active participation in likes, comments, shares, and interactions with links to the institution's page (Putri & Widodo, 2024). This level of engagement reflects the resonance between the message conveyed and the experiences or values held by the audience. The higher the engagement, the greater the likelihood of building the intention to take the desired action by the message sender, in this case, enrolling in the school. A study by Schivinski, Christodoulides, and Dabrowski confirms that digital social interactions such as comments and content sharing significantly increase users' trust and loyalty toward a brand (VanMeter et al., 2022). Research conducted by Eldeeb & Mohamed, (2020), reinforces this argument by demonstrating that an interactive storytelling approach in social media fosters emotional resonance and promotes long-term user engagement. Therefore, understanding the dimensions of audience engagement is a strategic step in designing effective communication campaigns in the digital age, especially in promoting education and increasing interest in educational institutions.

Meanwhile, enrollment interest results from the interaction between the perceived value of educational services and individuals' needs for a better future. According to Slameto (2013), interest includes attention, pleasure, hope, and experience toward an object or activity.

In the context of education, this interest does not appear instantly. However, audience engagement develops through exposure to information, emotional involvement, and symbolic experiences conveyed by visual narratives in Instagram Reels content. Interest that arises in a person does not appear suddenly. Several factors, both internal and external, can influence this. Based on the opinion of Crow & Crow, as quoted by Shaleh & Wahab (1976), internal factors include internal drives, social motives, and emotional factors. Internal drives such as curiosity and personal expectations play a significant role in shaping tendencies toward educational choices. Social motives also encourage individuals to develop their abilities to achieve social recognition.

Meanwhile, emotional factors emphasize the influence of feelings such as success or failure in shaping a person's interests. On the other hand, external factors include the role of family, peers, and the environment (Shaleh & Wahab, 1976). Thus, Instagram Reels is an external factor that triggers the formation of new students' enrollment interest. Through visual and emotional narratives, Reels can attract attention, arouse emotions, and shape positive perceptions of educational institutions. Although it originates from outside the individual, its impact reaches internal aspects such as motivation and curiosity.

Within this framework, there is a potential relationship between emotional narratives, audience engagement, and enrollment interest. Previous studies have touched on the interconnection of these elements. A study by Green & Brock shows that narrative transportation can significantly influence a person's attitudes and intentions (Barreto & Ellemers, 2000). Meanwhile, research by Afif Alhuda et al., (2024), shows that Serenity Photoworks successfully utilized Instagram, including the Reels feature, to build closeness with customers and increase marketing effectiveness through visual content and product narratives. On the other hand, Ilham Wahyudi (2023), found that Mixue Sudirman Pekanbaru uses Instagram Reels as a promotional medium, with content surrounding outlet activities, product creation, and promotions. This strategy strengthens the brand's closeness with consumers and increases audience engagement on social media.

Furthermore, Rianto & Ridlwan (2024), researched the social media strategy of MA Assalam Bangilan. This institution utilizes Instagram, TikTok, and YouTube, with an approach based on the 4P marketing mix (product, price, place, promotion) and optimization of the Reels feature. As a result, there was an increase in students in 2022 and 2023, although it decreased in 2024.

In this case, visual storytelling packaged in Reels not only conveys the advantages of the school program but also builds an image, expectations, and emotional connections that encourage engagement and interest. The novelty of this research lies in the systematic use of emotional narratives in Instagram Reels by educational institutions and the analysis of the role of audience engagement as a mediator in shaping the interest of new students.

Most previous studies have focused on commercial advertising content, while research in educational promotion based on emotional narratives and audience engagement remains limited. This study examines the case of SMKN 1 Ponorogo, a state vocational high school that has actively utilized the Instagram Reels feature as part of its marketing communication strategy. The Reels uploaded by SMKN 1 Ponorogo present visual narratives that showcase students' lives, facilities, and the school's flagship programs emotionally and engagingly. This strategy aims to build a connection with the young audience and encourage voluntary enrollment decisions through positive digital experiences.

Previous studies have demonstrated that emotional narratives and audience engagement can influence interest in a brand or service; however, most research has focused on commercial products or non-educational sectors. Few studies have quantitatively examined the impact of emotional narratives on Instagram Reels in the context of vocational

education in Indonesia, particularly considering the mediating role of audience engagement.

Based on the background, problems, and novelty described above, this study aims to analyze the influence of emotional narratives in Instagram Reels on the interest of new students in enrolling at SMKN 1 Ponorogo, with audience engagement as a mediating variable. The research questions in this study are:

1. Does the emotional narrative on Instagram Reels influence the interest in new student enrollment?
2. Does emotional narrative influence audience engagement?
3. Does audience engagement influence new student enrollment interest?
4. Does audience engagement mediate the influence of emotional narratives on new student enrollment interest?

This study makes a theoretical contribution to the literature on affect-based educational service marketing. It offers strategic insights for school administrators to optimize social media as an effective and adaptive promotional communication tool for the digital generation.

Method

This study uses a quantitative approach with a survey method to examine the relationship between emotional narrative, audience engagement, and new student enrollment interest at SMKN 1 Ponorogo. The researchers adopted a quantitative approach, analyzing the collected data statistically to test the hypotheses systematically, objectively, and empirically (Marinu Waruwu et al., 2025). The researchers collected primary data through an online questionnaire administered via the Google Form platform between May and June 2025. The study population comprised all 10th-grade students enrolled in the Office Management program at SMKN 1 Ponorogo, consisting of four classes with 144 students. Using random sampling, the researchers obtained 141 respondents as the research sample.

The research instrument was a closed-ended questionnaire with a 4-point Likert scale, ranging from strongly disagree (1) to agree (4) strongly. The indicator for the independent variable, emotional narrative (X), was developed based on the Narrative Transportation theory by Van Laer et al. The mediating variable, audience engagement (Z), refers to the COBRA Framework, which encompasses cognitive, affective, and behavioral forms of engagement in social media interactions and the storytelling engagement scale (Issam & Mohd Said, 2024). Meanwhile, the indicator of enrollment interest (Y) refers to Slameto's learning interest theory, which includes attention, motivation to achieve, desire to achieve goals, interest in school, and social environmental influence.

Using SmartPLS version 3.0, the researchers tested the validity and reliability of the research instrument. They assessed validity through outer loadings, average variance extracted (AVE), and discriminant validity, and they evaluated reliability based on composite reliability and Cronbach's alpha. All indicators satisfied the criteria of $AVE \geq 0.50$ and composite reliability ≥ 0.70 , confirming that the instrument was suitable for measuring latent constructs (Sugiyono, 2015). The data analysis technique used in this study was *Structural Equation Modeling* (SEM) based on *Partial Least Squares* with a reflective approach to test the direct and indirect effects between variables and the mediating effect of audience engagement in the relationship between emotional narrative and enrollment interest.

Based on this conceptual framework, the hypotheses developed in this study are as follows:

- H1: Emotional narratives positively affect new students' enrollment interest.
- H2: Emotional narratives have a positive effect on audience involvement.
- H3: Audience involvement positively affects new students' enrollment interest.

H4: Audience involvement mediates the effect of emotional narratives on new students' enrollment interest.

Results and Discussion

Results

Construct Validity and Reliability Tests

The researchers conducted validity and reliability tests to ensure that the instruments accurately measured the intended constructs (validity) and produced consistent data (reliability) (Imam Ghazali & Hengky Latan, 2015). In the initial stage, they applied the Pearson Product-Moment correlation technique to examine the construct validity of each item in the research instrument, measuring emotional narrative strategy, audience involvement, and enrollment interest. An item was considered valid and retained for further analysis if the calculated r value exceeded the critical r value ($r_{table} = 0.361$ at a 5% significance level with a sample size 141). Conversely, items with r values less than or equal to the critical threshold were deemed invalid and excluded from the analysis.

Table 1. Results of Construct Reliability and Validity

	Audience Engagement (Z)	Registration Interest (Y)	Emotional Narrative (X)	Description
X1			0.703	Valid
X2			0.726	Valid
X3			0.702	Valid
X4			0.738	Valid
X5			0.726	Valid
X6			0.736	Valid
X7			0.714	Valid
X8			0.770	Valid
Y1		0.846		Valid
Y2		0.751		Valid
Y3		0.861		Valid
Y4		0.836		Valid
Y5		0.880		Valid
Y6		0.751		Valid
Z1	0.712			Valid
Z2	0.702			Valid
Z3	0.759			Valid
Z4	0.744			Valid
Z5	0.780			Valid
Z6	0.733			Valid
Z7	0.701			Valid
Z8	0.723			Valid

Source: SmartPLS output, processed primary data, 2025

The researchers tested validity using the outer loading values, considering indicators valid if their loading exceeded 0.70. As presented in Table 1, the SmartPLS 3.0 results show that all indicators of the Emotional Narrative (X), Audience Involvement (Z), and Registration Interest (Y) constructs have loading values above 0.70. These findings confirm

that all items meet the criteria for convergent validity and are therefore suitable for further analysis.

The researchers tested construct reliability using Cronbach's Alpha and Composite Reliability values. They considered a variable reliable if its Cronbach's Alpha value exceeded 0.70 or was close to that threshold (Imam Ghazali & Hengky Latan, 2015). The following are the Cronbach's Alpha values for each variable:

Table 2. Results of Construct Reliability and Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Audience Engagement (Z)	0.876	0.877	0.902	0.536
Registration Interest (Y)	0.903	0.905	0.926	0.676
Emotional Narrative (X)	0.873	0.878	0.900	0.529

Source: SmartPLS output, processed primary data, 2025

The results show all variables have a Cronbach's Alpha value > 0.7 . Similarly, the Composite Reliability values of all three variables are also above the minimum threshold of 0.7. These values show that the three constructs in the research model possess high internal reliability. To ensure that the constructs are empirically distinct, the researchers tested discriminant validity by comparing the square root of the Average Variance Extracted (AVE) value with the correlations among constructs. Ghazali explains that a construct demonstrates good discriminant validity if the square root of its AVE value is greater than its correlation with other constructs in the model. In this context, researchers expect the AVE value to exceed 0.50. When the AVE value exceeds 0.50, they classify the statement item as valid. In contrast, when the AVE value is below 0.50, they deem the item invalid (Imam Ghazali & Hengky Latan, 2015). Based on the Average Variance Extracted (AVE) test in Table II, the three AVE values meet the minimum standard of 0.5, indicating that their latent constructs can explain more than 50% of the indicator variance. The result strengthens the convergent validity of each construct.

Inner Model Test

This test examines a structural model by looking at the R-square value, which results from the goodness-of-fit model test. The R-Square (R^2) value in the structural model shows that the Audience Engagement (Z) variable has a value of 0.418. The Emotional Narrative Strategy variable explains 41.8% of the variance in audience engagement. Meanwhile, the Registration Interest (Y) variable records an R^2 value of 0.508, showing that Audience Engagement and Emotional Narrative Strategy account for 50.8% of the variation in registration interest. Researchers classify this level of influence as moderate within the PLS-SEM research context.

Table 3. R-Square Results

	R Square
Audience Engagement (Z)	0.418
Registration Interest (Y)	0.508

Source: SmartPLS output, processed primary data, 2025

Structural Model Test

The researchers tested the structural model in SmartPLS 3.0 using a bootstrapping procedure. They analyzed the data at a 95% confidence level with a 5% error tolerance and examined the significance of the influence paths among variables in the research model.

Table 4. Path Coefficient

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Audience Engagement (Z) -> Registration Interest (Y)	0.594	0.579	0.098	6.049	0.000
Emotional Narrative (X) - > Audience Engagement (Z)	0.647	0.660	0.066	9.851	0.000
Emotional Narrative (X) - > Registration Interest (Y)	0.166	0.184	0.107	1.552	0.121

Source: SmartPLS output, processed primary data, 2025

Table 4 shows that Emotional Narrative significantly positively affects Audience Engagement with a coefficient of 0.647, t-value = 9.851, and p-value = 0.000. The result indicates that the narrative strategy used in Reels significantly affects audience engagement. This finding suggests that the stronger the emotional, visual, and narrative elements contained in Reels, the greater the likelihood that the audience will feel emotionally and cognitively engaged. In this case, engagement is not only measured by actions (e.g., likes and comments) but also by the depth of emotional responses and the desire to rewatch or discuss.

Furthermore, Audience Engagement shows a positive and significant influence on Registration Interest with a coefficient of 0.594, t-value = 6.049, and p-value = 0.000. These results indicate that when audiences feel more engaged with the emotional content displayed through Instagram Reels, their tendency to have an interest in registering at an educational institution increases.

Conversely, the direct relationship between Emotional Narrative and Enrollment Interest shows a coefficient of 0.166, with a t-value of 1.552 and a p-value of 0.121, indicating a positive but not statistically significant influence at the 95% confidence level. The findings show that audience engagement mediates between emotional narratives and enrollment interest. The results also reveal that increasing the intensity or quality of emotional narratives in Instagram Reels content does not necessarily lead to higher student enrollment interest. Moreover, the analysis indicates that emotional narratives without further engagement fail to encourage students' enrollment decisions.

Mediation Effect Test

The researchers tested the mediation effect to determine the extent to which the Audience Engagement (Z) variable bridged the influence of Emotional Narrative (X) on Registration Interest (Y). The test results show that Emotional Narrative exerts a positive and significant indirect effect on Enrollment Interest through Audience Engagement, with an indirect effect coefficient of 0.384, t-value = 6.154, and p-value = 0.000. The findings confirm complete mediation, as the direct effect proves insignificant while the indirect effect is significant. Table X presents the detailed results:

Table 5. Specific Indirect Effect Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (O/STDEV)	P Values
Emotional Narrative (X) - > Audience Engagement (Z) -> Registration Interest (Y)	0.384	0.380	0.062	6.154	0.000

Source: SmartPLS output, processed primary data, 2025

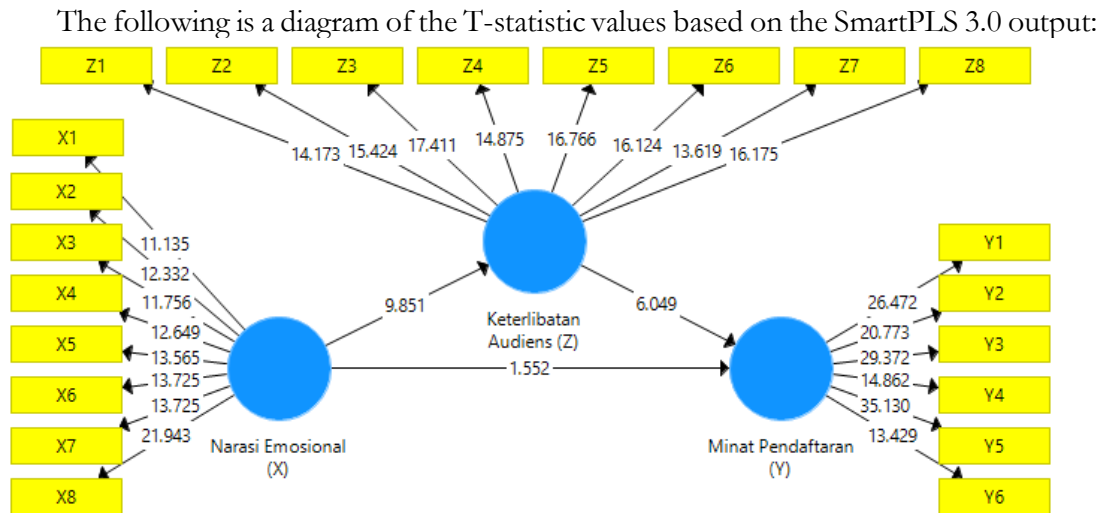


Figure 1. Bootstrapping Output

Discussion

The Influence of Emotional Narratives on Registration Interest

The results indicate that emotional narratives have a positive but insignificant direct effect on registration interest. This finding differs from the results of Genzer et al., which showed that emotional communication in face-to-face interactions can significantly increase prosocial behavior (Genzer et al., 2024). The media context explains the difference: face-to-face interactions involve physical presence, strengthening emotional resonance, whereas digital media such as Instagram Reels require deeper engagement to stimulate registration intentions.

These findings are also not entirely consistent with the research by Van Laer et al., which, through the concept of narrative transportation, asserts that strong narratives can influence audience attitudes and intentions (Van Laer et al., 2014). In an educational context, the effect decreases when the narrative does not include further interaction that builds trust.

Conversely, Syerina Evayanti's research in the context of school promotion shows that promotional narratives delivered through social media directly influence enrollment interest when combined with informative messages and participatory strategies (Syerina Evayanti et al., 2024). Eldeeb & Mohamed's study also shows that digital media requires interactivity to maximize the emotional effect on behavior. Emotional narratives alone are not effective without audience involvement.

The Influence of Emotional Narratives on Audience Engagement

The results of this study indicate a significant positive influence of emotional narratives on audience engagement. The findings support the COBRA model described by Issam & Mohd Said (2024), which argues that well-designed digital storytelling enhances

audiences' cognitive, affective, and behavioral engagement in the context of SMKN 1 Ponorogo, Reels featuring students' stories and school achievements triggered a sense of relevance (cognitive), pride (affective), and interactive actions such as commenting or sharing content (behavioral). These results are also consistent with Van Laer et al.'s (2014) *narrative transportation* theory, which states that audiences immersed in a story become more emotionally engaged. Genzer et al.'s (2024) study shows that emotional experiences in communication can strengthen interpersonal relationships, which in digital media translates into increased interaction. Afif Alhuda et al. (2024) found that visual storytelling featuring portfolios and narrative experiences drives customer engagement, aligning with Putri & Widodo's (2024) study, which emphasizes that narrative quality influences user interaction. Ilham Wahyudi (2023) further reinforces these findings by showing that Reels content combining visual and audio narratives generates higher engagement responses than purely informative content.

The Influence of Audience Engagement on Registration Interest

Audience engagement has to have a significant positive effect on registration interest. This finding is consistent with the research by VanMeter et al. (2022), which shows that digital interactions such as comments, likes, and content sharing increase consumer trust and willingness to act. Eldeeb & Mohamed (2020) also confirm that audience engagement levels influence the intention to take further action in a marketing context. Jamaludin's research shows that involvement in school promotional media strengthens emotional bonds and encourages enrollment decisions. Putri & Widodo add that high audience engagement has a *social proof* effect, where prospective students are more motivated to enroll when they see positive interactions from others (Jamaludin et al., 2024; Putri & Widodo, 2024). Syerina Evayanti also found that involvement in school promotional activities contributes to increased registrants (Syerina Evayanti et al., 2024b). These findings reinforce the understanding that involvement is not only the result of emotional narratives but also an important driving factor for enrollment interest.

The Mediating Role of Audience Engagement

Analysis shows that audience engagement fully mediates the influence of emotional narratives on enrollment interest. The findings mean that emotional narratives drive enrollment interest only when audiences engage actively. These results align with Issam & Mohd Said's (2024) findings, who stated that engagement is the key mechanism linking narrative content to consumer behavior.

Research by Afif Alhuda et al. (2024) also shows that the level of audience interaction with the content influences the effect of visual storytelling on purchasing behavior. Van Laer et al. (2014) mention that narrative transportation needs to be followed by engagement to produce behavioral change. The studies by Putri & Widodo (2024) and Eldeeb & Mohamed (2020) support the notion that without active interaction, the effect of emotional messages on actions tends to be weak. In educational promotion, these findings emphasize that emotional narrative strategies must be integrated with interactive elements, such as *call-to-action*, collaboration with educational influencers, or content inviting student and alums participation, to optimize their impact on enrollment interest.

This study contributes to the social media-based educational marketing literature by systematically utilizing emotional narratives in Instagram Reels content and analyzing audience engagement as a mediating variable. Unlike most previous studies that focused on commercial advertisements, this study applied the concept of narrative transportation and the COBRA model in the context of educational promotion. This approach demonstrates

how vocational educational institutions like SMKN 1 Ponorogo can use structured visual storytelling to build emotional engagement while encouraging active audience participation, ultimately increasing enrollment interest. This case study enriches the literature by providing empirical evidence that the effectiveness of emotional narrative-based promotion on social media depends on audience engagement as the main link between the message and the desired behavior.

Conclusion

This study aims to analyze the effect of emotional narratives in Instagram Reels on new student enrollment interest, with audience engagement as a mediating variable. Several important findings were obtained from data analysis using SmartPLS 3.0 on 141 respondents. First, the researchers found that Emotional Narratives exert a positive but insignificant direct effect on Registration Interest. Using emotional narratives in school promotional content on social media does not automatically increase students' registration interest without further audience involvement. Second, the analysis shows a significant positive relationship between Emotional Narrative and Audience Engagement. Strong, touching, and emotionally relevant narratives encourage audiences to engage more deeply cognitively, emotionally, and through real actions like liking, commenting, or sharing content. Third, Audience Engagement has a positive and significant effect on Enrollment Interest. This finding confirms that the audience's active participation and emotional engagement in digital content contribute to an increase in their interest in considering enrollment in the relevant educational institution. Fourth, the mediation effect test results show that Audience Engagement significantly mediates the influence of Emotional Narrative Strategy on Registration Interest. Thus, audience engagement is a key element in bridging narrative communication strategies with audience participatory decisions, such as the interest in registering.

This study has practical implications that schools, teachers, and promotional media managers need to produce Instagram Reels content that not only highlights emotional aspects but also invites interaction, participation, and active audience engagement, such as by utilizing student stories, showcasing real achievements, and encouraging audience responses through direct calls to action. This strategy can enhance the effectiveness of educational promotion and build sustainable emotional connections with prospective students. The study has limitations because the researchers conducted it in a single vocational high school and one vocational program, so the results may not represent all educational levels or contexts. The researchers collected the data within a specific period, which prevented them from capturing long-term dynamics. Future research can expand the scope to include various educational levels and regions and test additional variables, such as school image or parental trust, as moderators. The findings provide a foundation for developing more comprehensive and sustainable digital communication strategies for education in the social media era.

References

- Abdul Rahman Shaleh & Muhib Abdul Wahab. (1976). *Didaktik Pendidikan Agama*. Bulan Bintang.
- Abu Bakar, M., Umroh, K. A., & Hameed, F. (2023). Improving Quality Islamic Education for Today's Generation. *At-Tadzkir: Islamic Education Journal*, 2(2), 118–128. <https://doi.org/10.59373/attadzkir.v2i2.42>
- Adib Rianto & Mujib Ridlwan. (2024). Strategi Pemasaran Lembaga Pendidikan Berbasis Media Sosial dalam Mendorong Kuantitas Peserta Didik di MA Assalam Bangilan. *Tadbir: Journal of Islamic Education Management*, 2(1), 125–142. <https://journal.uaindonesia.ac.id/index.php/tadbir/article/view/851>

- Afif Alhuda, Firdaus Yuni Dharta, & Flori Mardiani Lubis. (2024). Aplikasi Media Sosial Instagram Sebagai Media Komunikasi Pemasaran Wedding Photography “Serenity Photoworks.” *Jurnal Ilmiah Wabana Pendidikan*, 10(1), 6–16. <https://doi.org/10.5281/zenodo.10463717>
- Barreto, M., & Ellemers, N. (2000). You Can’t Always Do What You Want: Social Identity and Self-Presentational Determinants of the Choice to Work for a Low-Status Group. *Personality and Social Psychology Bulletin*, 26(8), 891–906. <https://doi.org/10.1177/01461672002610001>
- Eldeeb, G., & Mohamed, M. (2020). Understanding the Transit Market: A Persona-Based Approach for Preferences Quantification. *Sustainability*, 12(9), 3863. <https://doi.org/10.3390/su12093863>
- Genzer, S., Rum, Y., Krämer, U. M., & Perry, A. (2024). *I See You: Seeing One’s Partner during Emotional Communication Enhances the Affective Experience and Promotes Prosocial Behavior*. PsyArXiv. <https://doi.org/10.31234/osf.io/4j8w3>
- Ilham Wahyudi. (2023). *Pemanfaatan Fitur Reels Sebagai Media Komunikasi Pemasaran Pada Akun Instagram @mixuesudirmanpku* [Skripsi]. Universitas Islam Negeri Sultan Syarif Kasim.
- Imam Ghozali & Hengky Latan. (2015). *Partial Least Squares: Konsep, Teknik, dan Aplikasi Menggunakan Program SmartPLS 3.0*. Badan Penerbit Undip.
- Issam, A. S., & Mohd Said, O. F. (2024). Consumers’ Online Brand-Related Activities (COBRA): Article Review. *International Journal of Academic Research in Accounting, Finance and Management Sciences*, 14(4), 118–132. <https://doi.org/10.6007/IJARAFMS/v14-i4/22906>
- Jamaludin, Datep Purwa Saputra, & Novianty Elisabeth. (2024). Strategi Komunikasi Pemasaran Dalam Penerimaan Peserta Didik Baru. *Journal of Comprehensive Science*, 3(5). <https://doi.org/10.59188/jcs.v3i5.694>
- Marinu Waruwu, Siti Natijatul Pu`at, Patrisia Rahayu Utami, Elli Yanti, & Marwah Rusydiana. (2025). Metode Penelitian Kuantitatif: Konsep, Jenis, Tahapan dan Kelebihan. *Jurnal Ilmiah Profesi Pendidikan*, 10(1), 917–932. <https://doi.org/10.29303/jipp.v10i1.3057>
- Mohamad Nurul Anam, M Fakhri K, Noufan Anwar, & Noufal Alwan. (2025). Menelaah Dinamika Komunikasi Emosional dan Kebingungan Identitas Melalui Analisis Isi Narasi Lirik “Mangu.” *JIPMukjt: Jurnal Ilmu Pendidikan Muhammadiyah Kramat Djati*, 6(1), 463–478.
- Putri, E. A. N., & Widodo, A. (2024). Keterlibatan Audiens dalam Mendukung Karya Influencer di Instagram. *Jurnal Netnografi Komunikasi*, 3(1), 17–33. <https://doi.org/10.59408/jnk.v3i1.32>
- Sirojuddin, A., Ashlahuddin, A., & Aprilianto, A. (2022). Manajemen Kurikulum Terpadu Berbasis Multiple Intellegences di Pondok Pesantren. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 3(1), 35–42. <https://doi.org/10.31538/munaddhomah.v3i1.143>
- Slameto. (2013). *Belajar dan Faktor-Faktor yang Mempengaruhinya* (Ed. Rev. cet. 6). Rineka Cipta.
- Sugiyono. (2015). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Syerina Evayanti, Ponirin Ponirin, Maskuri Sutomo, & Farid Farid. (2024). Strategi Pemasaran Dalam Meningkatkan Minat Siswa Baru Pada SD Negeri 17 Palu. *MENAWAN: Jurnal Riset Dan Publikasi Ilmu Ekonomi*, 2(2), 230–236. <https://doi.org/10.61132/menawan.v2i2.379>
- Van Laer, T., Ruyter, K. D., & Wetzels, M. (2014). Antecedents and Consequences of Narrative Transportation: A Meta-Analysis. *Journal of Consumer Research*, 40(5), 797–817. <https://doi.org/10.2139/ssrn.2033192>

- VanMeter, R. A., Grisaffe, D. B., & Chonko, L. B. (2022). Of “Likes” and “Pins”: The Effects of Consumers’ Attachment to Social Media. *Journal of Interactive Marketing*, 32(1), 70–88. <https://doi.org/10.1016/j.intmar.2015.09.001>
- Walter R. Fisher. (1987). *Human Communication as Narration: Toward a Phylosophy of Reason, Value and Action*. University of South Carolina Press.